State of California Training Model (CTM)

Recommendations for Statewide WIOA Training for Workforce Professionals and Partners

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Presented to: California Workforce Development Board (CWDB)

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STATE OF CALIFORNIA TRAINING MODEL (CTM)
Training Development and Delivery Plan

Statewide Coordination to Build the Capacity of America's Job Centers of California Staff and Partners

STATE OF CALIFORNIA TRAINING MODEL (CTM)

The passage of the Workforce Innovation and Opportunity Act (WIOA) requires new skills and competencies for the staff and partners of the American's Job Centers of California (AJCCs). To begin to prepare a training plan, the California Workforce Development Board (CWDB), utilizing WIOA 15% Governor's Discretionary funds, funded the California Workforce Association (CWA) to conduct a gap analysis and needs assessment to determine the capacity building and professional development needs of California's Workforce Development Professionals, and to develop recommendations for a State of California Training Model (CTM). The purpose of the CTM is to provide AJCC staff and key partners with the WIOA related training needed to provide Californians with the highest standard of workforce and employment services.

RECOMMENDATIONS FOR THE CALIFORNIA TRAINING MODEL (CTM)

1. *Customized Technical Assistance Local and Regional - WIOA Implementation*

It is recommended that technical assistance be made available to Local Workforce Development Boards (LWDBs) and partner stakeholders in local areas and Regional Planning Units (RPUs) to ensure effective implementation of WIOA. Delivery mechanism to be used is the California Training Institute (CTI) which will allow LWDBs to choose technical assistance providers off an approved list. The cost of the training will be offset through "mini TA grants" that will be supplemented by the PTAT Grant. CTI is scheduled to be launched in May 2017.

Technical support may include providing technical assistance to:
- Local boards, Chief Elected Officials, AJCC's (One-Stop Operators), workforce partners, and eligible providers in local areas.
- Local areas that fail to meet local performance and accountability measures as described in WIOA regulations.
- Improve the integration of case management, training services, supportive services, business services, and employer engagement among workforce, education and economic development partners.

2. *Statewide Training on Specific Topics Needed to implement WIOA*

It is recommended that CWA in partnership with CWDB and state-level partners develop and offer statewide training and technical assistance for topics that are needed by the entire workforce system. These trainings will be offered throughout the State in large regional sessions (North, Central, South for example) with logistics being handled by the CWA. Topics may include but are not limited to:
- WIOA Performance
- Business Engagement and Services
- Services to Individuals with Disabilities
- Partnering on Infrastructure Projects
- One-Stop Certification

3. *Quality Control Curriculum Development*

It is recommended that a Quality Control Curriculum Development Plan be developed for each of the workforce professional categories measured in the *Training Needs and Skills Gap Analysis Survey*. The Curriculum Development Plan would be based on the statewide input gathered from LWDBs, CWDB, partners/stakeholders, as well as technical assistance professionals from the field. CWA will review training and work already completed, such as Memorandum of Understanding (MOU) completion, One-Stop Certification, etc. Once input is gathered, baseline competencies will be developed in each training category. Our goal is that these competencies be required in all training delivered to the workforce system, either Statewide or by means of Customized Training described above. These competencies will be developed in coordination with EDDs Capacity Building Unit.

The top training topics to be developed would be based on demand topics from gap analysis and may include the following:

AJCC Staff

Recommend Immediate Training Developing for AJCC Staff:
- Customer Process Flow Development (73.8%)
- Understanding Labor Market Information (71.4%)
- Performance – Indicators and Reporting (71.4%)
- Coordination in Serving Target Populations (69%)
- System Monitoring and Compliance (66.7%)
- Integrated Service Delivery (64.3%)
- WIOA 101 (61%)

AJCC Management

Recommend Immediate Training Development to AJCC Management:
- Business Services and Employer Engagement (78.6%)
- Measuring and Tracking Performance Goals (78.6%)
- Coordination in Serving Targeted Populations (73.8%)
- Performance Indicators and Reporting (73.8%)
- Customer Process Flow Development (71.4%)
- Fiscal and Financial Training (71.4%)
- Integrated Service Delivery (71.4%)
- Accessibility of the AJCC (66.7%)

WDB Support Staff

Recommend Immediate Training Development to WDB Support Staff:
- System Monitoring and Compliance (71.4%)
- Performance – Development of Contractual Performance Goals (66.7%)
- Performance – Indicators and Reporting (64.3%)
- Cost Sharing Negotiations (57.1%)
- Understanding Labor Market Information (54.8%)
- MOU Partnership Development (54.8%)

WDB Members and Leadership

Recommend Immediate Training Development to WDB Members and Leadership:
- Sector Strategy Development (78.6%)
- Local Strategic Planning (69%)
- Regional Strategic Planning (69%)
- Leading Organizational Change (69%)
- Alignment of Workforce Investment, Education and Economic Development (66.7%)
- Career Pathway Development (64.3%)
- Performance – Goals Development (64.3%)
- Workforce System Policy Development (61.9%)
- Partnerships – Multiple Boards (61.9%)

4. *Quality Control by Tracking Capacity Building Outcomes/Evaluation*

A comprehensive tracking mechanism of all trainings offered will be developed to ensure accountability and inventory capacity building completed. This will enable us to track aggregate data to report to CWDB as well as to ensure distribution of any content updates.

A process will be created that will evaluate effectiveness of each training delivered to recipients. This may include a learning assessment as well as a more formal evaluation. We will establish a method to ensure that evaluation and summary of participant comments are gathered, reviewed, and reported to CWDB.

5. *Development of Baseline Competency Model for AJCC Staff*

It is recommended that a Competency Model be offered to all levels of workforce professionals in the system to increase knowledge and competency of the State's workforce system, WIOA and its associated programs. The Competency Model should contain specifically developed content which serves to motivate staff to actively participate in their own learning and professional development.

It is recommended that this Competency Model be built on the success of the California Workforce Development Apprenticeship Professional model (WDAP), which offers recipients a combination of classroom and on the job training. The current model has already trained 75 AJCC staff in California. Our goal would be to train the staff working in California's AJCC system over the course of 5 years.

The Competency Model may be offered in e-learning modules and be consistent across all Workforce Development Boards (WDBs).

Below is an example of the curriculum currently used by the WDAP, which is also consistent with the training needs identified in the survey results and includes:

Learning Outcomes for the All Staff Competency Model
1. The Future of Workforce Development (WIOA 101)
2. Communicating for Results
3. Service Excellence and Customer Centered Design (CCD)
4. Managing Successful Projects
5. The Art and Science of Leadership
6. Effective Decision Making
7. Facilitation Skills
8. Relationship Development and Negotiation Skills (Partnership and Collaboration)
9. Business Engagement and Sector Work
10. Career Coaching – Including Working with Limited English Proficient Customers and Special Populations such as those with Disabilities
11. Capstone Projects

NEXT STEPS AND TIMELINES

1. Work with the Regional Training Coordinators (RTCs) to develop training plans for their regions by June 1, 2017;
2. Roll out of the California Training Institute and the PTAT Mini Grants – July 2017;
3. Schedule current planned Statewide Training including WIOA Performance, Business Engagement, Services to Individuals with Disabilities, Partnering on Infrastructure Projects, and One Stop Certification;
4. Develop baseline competencies in each of the key training topics as identified by demand in the Skills Assessment;
5. Develop evaluation and learning assessments for CTM activities;
6. Timeline, delivery plan and budget for providing the Baseline Competency Model for AJCC staff throughout California over the next 5 years.

METHODOLOGY TO DETERMINE THE NEED FOR STATEWIDE TRAINING AND STAFF CAPACITY BUILDING
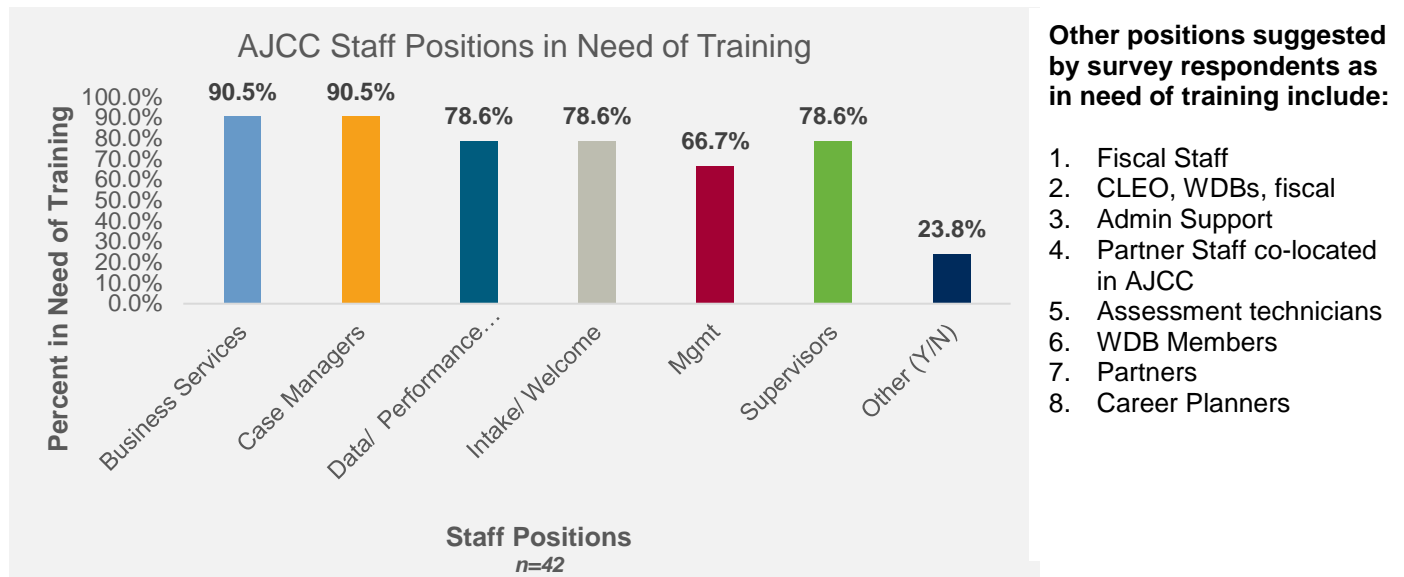
CWA in partnership with Public Consulting Group, Inc., (PCG) have completed an extensive process to measure the need for WIOA training and capacity building in the State of California. The methodology, comprised of a multi-step process, includes the assessment and survey of 42 of the 46 WDB's from across the state and an assessment of the skills and training needs of over 7,600 workforce professionals. The process included a review of current competency levels and assesses future training needs. The results, which will be described both below and in the *Training Needs and Skills Gap Analysis Report*, suggest that there is a significant need for training and capacity building for California's workforce system and few options currently exist for workforce professionals in the system to gain the knowledge needed to implement the complexities of WIOA.

The methodology used to determine the need for capacity building and training included the development of a WIOA *Training Needs and Skills Gap Analysis Survey*. The process to determine both current and future training needs included:

1. **Meetings with CWDB Leadership** - Meetings were held with CWDB leadership to identify the purpose, needs, expectations and desired outcomes for assessing the competency and needs for capacity building and training in the state. Input was also gathered on the assessment process and the potential respondents.

2. **Review of State and Local Planning Documents** – A comprehensive review of State WIOA planning documents was completed to clearly understand policies and procedures established under WIOA implementation and to learn more about any special initiatives which may impact workforce development in the State of California.

3. **On-Going Communication with RTCs** – Communication has been established with the RTCs, each representing one of the 14 RPUs in the State of California. Communication has included conference calls, in person meetings and email communication which serves to make RTCs aware of the WIOA Technical Assistance grant, its goals and objectives and the role they would serve as a RTC. Regular updates are provided to the RTCs as to the progress of the grant as well.

4. **RTC Statewide Forum** – A statewide RTC Forum was held in which representatives of CWDB, EDD, and each of the RTCs gathered to provide their input as to the WIOA training needs in the State and to provide input as to the needs of their regions and LWDBs.

5. **Training Needs and Skills Gap Analysis Survey – Initial Survey Design Draft** - A *Training Needs and Skills Gap Analysis Survey* design was drafted by CWA and PCG. The survey is extensive and includes measuring current competency levels and skills needs of five levels of the workforce system. These levels include all staff, AJCC Career Services staff, Business Services Staff, AJCC Supervisors and Managers and WDB members and support staff. The initial draft was broadly shared with key stakeholders including CWDB, EDD and each of the RTCs. Input was requested and incorporated into the final survey format.

6. **Release of Training Needs and Skills Gap Analysis Survey to all WDBs in California** - The survey was released to RTCs and WDB Chairs in December 2016 and responses were accepted until February 2017. A total of 91% or 42 of 46 WDB's submitted complete responses.

7. *Comprehensive Analysis of Training Needs and Skills Gap Analysis Survey Results* – A comprehensive analysis was completed on the survey measuring both current knowledge and future capacity building and training needs.

TRAINING NEEDS ASSESSMENT AND SKILLS GAP ANALYSIS RESULTS

The *Training Needs and Skills Gap Analysis Survey* was designed to gather input from all 46 WDBs in the State of California. This process was facilitated by the RTCs. WDBs responses included input on each of the workforce categories which staff are in need of training per category. The responses were overwhelmingly high stating a clear need for additional training. The results are as follows:

Other positions suggested by survey respondents as in need of training include:

1. Fiscal Staff
2. CLEO, WDBs, fiscal
3. Admin Support
4. Partner Staff co-located in AJCC
5. Assessment technicians
6. WDB Members
7. Partners
8. Career Planners

NOTE: n=42 represents the number of WDB's completing the survey.

The survey design measures two major components of WIOA in the State of California. The first component includes a WDB Self-Assessment of ***"Already Completed WIOA Training"*** and gathers information on:

- Identification of the Board responding
- Number of WDB staff, AJCC Operational Staff, Partner Staff and AJCC staff in need of training
- Comprehensive assessment of the types of training which have already taken place since January 2016 (over the past year), and the competency levels for each of specific roles within the workforce system.

WDB SELF-ASSESSMENT – ALREADY COMPLETED WIOA TRAINING

The following table represents a summary of all WDB's Self-Assessment and responses for each of the specific categorical roles in the workforce system. The percentage reflects the WDB's gauge of *'Intermediate Level Understanding'* by category and establishes a baseline for specific roles in the AJCC:

WDB Self-Assessment of Already Completed WIOA Training at the Intermediate Level Understanding (Since January 2016)				
All Staff	**AJCC Career Services Staff**	**Business Services Staff**	**AJCC Supervisors and Managers**	**WDB Members and Staff**
At the intermediate level: • Sector Work (62%) • Basic WIOA training (59.5%) • Advanced WIOA (54.8%) • Career Pathways (54.8%) • LMI (38.1%)	At the intermediate level: • Cal Jobs (69%) • Limited English Proficiency (66.7%) • Customer Flow (57.1%) • Layoff Aversion (52.4%) • Integrated Service Delivery (50%) • Co-Enrollment (47.6%) • Customer Centered Design (35.7%) • Incumbent Worker Training (31%)	At the intermediate level: • Sector Strategies Framework Development (78.5%) • Coordination in Serving Targeted Populations (61.9%) • Career Pathway Development (47.6%)	At the intermediate level: • MOU Development (90.5%) • Convening Strategies (59.5%) • Facilitation Techniques (42.8%) • Using Labor Market Information (LMI) (50%)	At the intermediate level: • Resource Braiding (88.1%) • Leading Organizational Change (59.5%) • Using Labor Market Information (LMI) (59.5%) • Understanding and Working with Economic Development (59.5%)

Each category surveyed provided input as to whether the Local Area felt that in the past year, the specific role within the system could be identified as basic, intermediate or advanced levels in their understanding of each of the WIOA workforce topics. The analysis reveals a high level of understanding of CalJOBS, Sector Work, MOU Development and Resource Braiding. Areas of lower understanding include Career Pathways Development, Labor Market Information, Customer Centered Design, Incumbent Worker Training, Coordination in Serving Targeted Populations and Understanding and Working with Economic Development.

The second component of the survey design explores the **"*Need for Additional WIOA and Workforce Training.*"** A broad range of topics were listed for each of the Specific Roles within the AJCC and rankings were specified as either very useful, somewhat useful or not at all useful. An option existed to offer additional topics for inclusion in the survey review process.

WDB INPUT ON TYPES OF TRAINING REQUIRED

The results listed below are based on each Specific Role within the workforce system and percentage received in each category as **'Very Useful'**. The responses will serve as a baseline for the development of capacity building and training as recommended by the WDB's.

WDB Input On Types of Training Required Ratings Options Included: Very Useful, Somewhat Useful and Not at all Useful The following are percentages of "Very Useful" responses assigned by WDBs:			
AJCC Staff	**AJCC Management**	**WDB Support Staff**	**WDB Members and Leadership**
Rating of Very Useful and Percentage: • Customer Process Flow Development (73.8%) • Understanding Labor Market Information (71.4%) • Performance – Indicators and Reporting (71.4%) • Coordination in Serving Target Populations (69%) • Integrated Service Delivery (64.3%) • System Monitoring and Compliance (66.7%) • WIOA 101 (61%) • Cost Sharing Negotiations (59.5%) • Performance – Development of Contractual Performance Goals (57.1%) • Facilitation Techniques (54.7%) • MOU Partnership Development (50%) • Customer Service Orientation (50%)	**Rating of Very Useful and Percentage:** • Business Services and Employer Engagement (78.6%) • Measuring and Tracking Performance Goals (78.6%) • Coordination in Serving Targeted Populations (73.8%) • Performance Indicators and Reporting (73.8%) • Customer Process Flow Development (71.4%) • Fiscal and Financial Training (71.4%) • Integrated Service Delivery (71.4%) • Accessibility of the AJCC (66.7%) • Facilitation Techniques (64.2%) • Customer Skills Assessment Strategies (59.5%) • Customer Service Orientation of AJCC (47.6%) • Understanding Labor Market Information (42.9%) • WIOA 101 (41%)	**Rating of Very Useful and Percentage:** • System Monitoring and Compliance (71.4%) • Performance – Development of Contractual Performance Goals (66.7%) • Performance – Indicators and Reporting (64.3%) • Cost Sharing Negotiations (57.1%) • Understanding Labor Market Information (54.8%) • MOU Partnership Development (54.8%) • Integrated Service Delivery (52.4%) • Facilitation Techniques (50%) • Coordination in Serving Target Populations (46.1%) • Customer Process Flow Development (42.9%) • WIOA 101 (33.3%) • Customer Service Orientation of AJCC (31.7%)	**Rating of Very Useful and Percentage:** • Sector Strategy Development (78.6%) • Local Strategic Planning (69%) • Regional Strategic Planning (69%) • Leading Organizational Change (69%) • Alignment of Workforce Investment, Education and Economic Development (66.7%) • Career Pathway Development (64.3%) • Performance – Goals Development (64.3%) • Workforce System Policy Development (61.9%) • Partnerships – Multiple Boards (61.9%) • Cost-Benefit Analysis (58.5%) • Understanding Labor Market Information (56.1%) • Data Analytics and Reporting (54.8%) • Partnerships – Cooperative Arrangements (53.7%) • Partnerships – Informal Agreements (52.4%) • WIOA 101 (47.6%) • Integrated Service Delivery (47.6%) • Cost Allocation (47.6%) • Procurement (40.5%) • Partnerships – Formal Agreements (40.5%) • Customer Process Flow (36.6%) • Supportive Services (31%) • Training Services (OJT, CJT, ITA, etc.) (28.6%) • Workforce Orientation (22%) • Work Experience (22%)

Other Suggested Training Topics for AJCC Staff:

	Eligibility
	Customer Assessment
	Business Engagement
	CalJOBS Usage
	Getting re-entry population employed; Making promotional videos (technical assistance); Partnerships with mental health; Working with PWDs
	Career Planning
	CQI (Malcolm Baldridge)
	Quality Career Development
	Career Pathway Development

Other Suggested Training Topics for AJCC Management:

	Eligibility
	Motivating Staff and Building Capacity; Understanding Required Partner's Outcomes and Goals
	Grant Writing, RFP 101
	ABC application - implementation; Coordinating with Welfare Services; Forging Relationships with Mental Health Programs; Forging Relationships with Probation Departments
	CQI (Malcolm Baldridge)
	Time Management and Project Management
	Change Management for Supervisors in Multi-Agency Environment

Other Suggested Training Topics for WDB Support Staff:

	Eligibility; Customized Training; Transitional Jobs; Work Experience
	Business Engagement; CalJOBS Usage; Career Assessment and Planning
	Conflict Resolution; Connecting AJCC staff to regional efforts; Developing One Strategy; Getting Employers to Collaborate with AJCCs
	Time Management and Project Management; WIOA 102 - Intermediate

Other Suggested Training Topics for WDB Members and Leadership:

	WIOA Budget and Principles of Allocation

TRAINING DELIVERY FORMAT OPTIONS

Training may be delivered in several modalities or formats to workforce development professionals and partners across the State of California and through the Workforce Development Board structure. Options for training may include utilizing a classroom format, workshop training, which can either be instructor-led or an E-Learning program; Webinar training, which is either live or recorded; on-site face-to-face staff training and/or via a group facilitated process.

The following are brief descriptions of training modalities which may be offered:

Training Modality	Training Modality Description
Classroom Training (CLASS)	Classroom training includes face-to-face instructor-led training with specifically designated curricula. This format allows for face-to-face interaction, real time instruction, and immediate feedback.
Workshop Training (WORK)	Workshop training may be delivered face-to-face in a presentation style format for a range of audience sizes, from small groups (less than 25) to larger groups (up to and over 200). Break-out groups and a variety of learning techniques will be utilized to maximize learning and participation. These trainings may take place at regional conferences or already established on-going meetings, such as the CWA Youth Conference, Meeting of the Minds, the CWA Spring Conference, etc.
Webinar Training (Either Live or Recorded) (WEB)	This training can be delivered either live or recorded via the internet. Participants will be able to utilize their own personal computers or laptops and view the instructor via a live WebEx stream or by telephone. Input and questions can be received from participants via email, text, or voice. All webinars may be recorded and posted online for viewing at any time.
Online Computer Based Training (ONLINE)	Online computer based courses may be offered and are typically self-paced learning modules with interactive technology.
On-Site Face-to-Face Staff Training (ONSITE)	Training may be offered at any one of the AJCC's or designated regionally determined location. The face-to-face training will include a variety of training strategies and culminate with an evaluation of the training. This modality would typically be a longer training which may range from one to two or more days. Certificates of Completion will be provided to all participants who successfully complete the training.
Group Facilitated Process (GROUP)	PCG may also offer Group Facilitated Processes as needed. This modality utilizes organizational effectiveness strategies and can be useful when working to gain consensus or make large scale systems change.
Android or IPhone Application	This format is to be determined and would include development of applications where staff can download and view training at any time.
Others: Pod Cast	Digital media files may be downloaded via the internet to the AJCC staff members own computer or portable media player. A list of files may be maintained and easily accessed through the internet at any time.

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